

# Examples for Specific CTE Programs of Study

## Agriculture, Food & Natural Resources

- **Instead of:** “Students will analyze soil composition...” → **Show:** photos of soil testing, plant growth, equipment use
- **Recruitment:** Invite ML students to a greenhouse/lab preview day
- **Retention:** Model tasks (how to test soil, how to handle tools) before expecting independent work
- **Language support:** Label tools and processes visually in the shop or lab

## Business, Marketing & Management

- **Instead of** text-heavy course descriptions → **Show examples:** creating ads, running a school store, managing budgets
- **Recruitment:** Use student-created marketing videos (include ML voices)
- **Retention:** Provide sentence frames for presentations (“Our target audience is...”)
- **Normalize speaking practice** as part of business skills, not “extra language work”

## Communication & Information Systems

- **Recruitment:** Show real products (videos, podcasts, designs), not course titles
- **Retention:** Break down complex tasks (editing, coding, designing) into modeled steps
- **Language support:** Pair visuals + verbal instructions (screen recordings help a lot)
- **Peer support:** Structured collaboration (assigned roles vs. “just work together”)

## Health Sciences

- **Recruitment:** Emphasize hands-on skills (taking vitals, simulations, patient scenarios)
- **Address misconception:** “You need to be proficient in English to be in health careers”
- **Retention:** Pre-teach key vocabulary (pulse, symptoms, dosage) in context

- Use role play with structured language supports (scripts, sentence starters)
- Highlight multilingualism as an *asset* in healthcare

## Human Sciences & Education

- **Recruitment:** Connect to real-life roles (childcare, teaching, family services)
- **Include examples** of culturally diverse family practices
- **Retention:** Model interactions (teacher talk, child guidance language)
- **Provide language supports** for reflection and discussion
- **Emphasize relationship-building** as a strength MLs often bring

## Skilled & Technical Sciences (Trades, Welding, Construction, Auto, etc.)

- **Recruitment:** Show hands-on work immediately (welding, building, repair)
- **Avoid over-reliance on written descriptions**—use demonstrations/videos
- **Retention:** Demonstrate first, then have students practice
- **Use visuals, diagrams, and labeled tools**
- **Build in structured partner work** (clear roles: observer, doer, checker)
- **Emphasize that learning technical language** happens alongside doing the work

## School Counselors / Career Development

- **Recruitment:** Audit who is (and is not) being recommended for CTE
- **Shift** from “Can they handle it?” to “How do we support access?”
- **Use interpreters** or translated materials during pathway conversations
- **Explicitly explain** what CTE leads to (careers, certifications, postsecondary)
- **Ensure MLs are not tracked away** from hands-on pathways due to language